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ABSTRACT

This guide is designed to assist the distributive education teacher-coordinator and school administrator in planning and developing a program of career exploration and skill development in the field of marketing and distribution. Five major sections include the following information: statements of Arizona's philosophy of distributive education in twenty-five areas (e.g., administration, coordination, cooperative plan, free enterprise, occupational objective, recruitment, teacher education); descriptions of instructional content for twenty-two subject areas in a distributive education curriculum; descriptions for projects (including goals, objectives, and administrator/teacher-coordinator roles) at the senior high school level in the areas of marketing (school store), merchandising co-op, world of communications (visual media), marketing-merchandising co-op; a six-page bibliography of instructional materials; and an eight-page form for evaluating secondary distributive education programs. Brief information is also presented on the application of labor laws to the distributive education program, suggested rules and regulations for cooperative merchandising, funding procedures, and the youth organization, Distributive Education Clubs of America. (SH)

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ORGANIZATION AND MANAGEMENT GUIDE

FOR ARIZONA DISTRIBUTIVE EDUCATION

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Marketing and Distributive Occupations Service

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College of Education

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PREFACE

The purpose of this guide is to identify the Distributive Education program and to offer guidelines in the implementation, organization and management of such a program. The guide is designed to assist the Distributive Education teacher-coordinator and school administrators in planning and developing a program of career exploration and skill development in the field of marketing and distribution.

Appreciation is extended to Mary Barnhart, Barbara Greenway, Marion Hudson, Ed Bufford, Ed Wilkosz, Alan McCandless, and Dave Meuhlbauer for their help in compiling the guide.

It is hoped that this guide will be utilized in strengthening the total Distributive Education program in Arizona.

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PROGRAM DESCRIPTION

DISTRIBUTIVE EDUCATION'S AIM:

THE THREE M'S

Distributive Education teaches business to students. It works through the public schools to attract the young people to careers in Marketing, Merchandising and Management, as well as promoting an understanding of our free enterprise system and the duties of a citizen in it.

Certainly some understanding should be developed as to what are the fundamental characteristics of employment in the distributive occupations. Without some general agreement in this area, it is impossible to develop a sound educational program. The following three points must be considered:

a. Employability for successful performance in a distributive occupation depends upon the individual's ability to understand people, the profit motive, and the products and services offered for sale by his employer. Manual skill requirements are negligible. Judgment skills are the key to employability. Judgment skills are developed slowly and with much difficulty. They reflect an ability to assemble quickly a number of facts applicable to a particular situation and to arrive at an appropriate decision.

b. The level of entry jobs in the field of distribution differs according to the degree of individual responsibility and decision-making required of the applicant. There are many starting points. Some are satisfying as ends in themselves,

others are merely stepping-stones to higher level jobs. Advancement of the individual in distribution is measured in terms of his total occupational experiences, by his social maturity, the breadth of his marketing techniques, and by his specialization. For example, selling industrial equipment is far more complicated than selling men's neckwear!

c. In distribution, the wage payment plan generally allows an individual to enjoy the security of a base pay while providing him the opportunity to learn according to his initiative and ability to produce dollar volume for the business. Jobs bearing similar titles provide a wide range of income through their holders, due in large measure to individual initiative, creativity, and willingness to work.

The currently accepted definition of a distributive occupation is "one followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services." Such occupations or functions may be found in various business establishments, including retailing, wholesaling, storing, transporting, financing, manufacturing, and risk-bearing. Some career goals of students may require a college degree, and others may be for a single-skilled entry job. The program should and does serve both extremes!

In Arizona, we serve these needs of the student through various programs as follows:

a. THE WORLD OF COMMUNICATIONS VISUAL MEDIA--A one-semester, elective, exploratory program which is designed for students at the sophomore level to help them understand the process of printed communication. Students will develop abilities to

express ideas in writing and other visual media through activities and projects. This program has an interdisciplinary approach.

b. MARKETING--One year project plan, elective, for members of the junior class (11th grade). The purpose of this course is to develop and understanding of social and economic responsibilities of those engaged in a free competitive society through carefully planned participating projects. Instruction covers such areas as salesmanship, advertising, display, market research, business math, etc. Supervised on-the-job experience and local business establishments will be made available whenever possible and when of value to the student's learning. Special emphasis will be placed on development of concepts in the marketing processes. Successful completion of this course will entitle students to apply for either Merchandising or Cooperative Merchandising their senior year.

c. MERCHANDISING--One year, project plan, elective, preparatory, for senior students (12th grade). This course is for selected students not enrolled in the regular Cooperative Merchandising course. Instruction includes area such as advanced salesmanship, merchandising functions, retail credit, business organization and operation, securing a job, etc., centered around simulated business projects. Special emphasis will be placed on developing supervisory concepts in the marketing processes. Supervised on-the-job experience and local business establishments will be made available whenever possible and when of value to the student's development.

d. COOPERATIVE MERCHANDISING-- One year, double credits, elective, preparatory, for senior students (12th grade). Prerequisites to this course are a successful completion of the marketing course or are equivalent in other business and/or vocational courses. Seniors are selected by the teacher coordinator, counselors, and cooperating merchants on the basis of personality, scholastic ability, and reasonable interest in pursuing a career in marketing and distribution, i.e., advertising and/or sales management. Advanced study is given in such areas as human relations, business finance, store operations, marketing, sales promotion, and business economics. Through the cooperation of the merchants, the student's work, with the supervision of the school and the employer, at least 15 hours a week on the average throughout the year in a regularly paid part-time position. The students need to be scheduled in order that they can report to their business classroom each day.

ARIZONA PHILOSOPHY OF DISTRIBUTIVE EDUCATION

The following philosophy statements were compiled and adopted by the Arizona Distributive Education Advisory Committee. On page 22 can be found a cross reference for topical entry to the statements.

Basic Beliefs Concerning Definitions

1. Distributive Education is a vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions.
2. Distributive Education as a vocational program, offers instruction in marketing, merchandising, management and personal development.
3. Distributive Occupations are those occupations followed by persons engaged primarily in the marketing, merchandising or managing of goods and services, at all employment levels.
4. Distributive education Teacher-Coordinators are members of the local school staff who teach distributive and related subject matter to students preparing for employment and coordinate classroom instruction with on-the-job training or with occupationally oriented learning activities of students. They are responsible for the distributive education program in the school. Their responsibilities for adult distributive education may vary.
5. The distributive education Cooperative Plan is an organizational pattern of instruction which prepares student-trainees for gainful employment in distributive occupations by alternating periods of school-based instruction with periods of planned distributive occupational experiences in bona fide training agencies. Alternation may be on a half-day, daily, weekly, or monthly basis or in any other regular time period.

6. The distributive education Project Plan is an organizational pattern of instruction which involves a series of selected simulated and/or real occupational experiences which develop the student's competencies in the field of marketing, merchandising, and management and which are related to a student's occupational interest.

7. The distributive education Laboratory enables students to apply classroom instruction and practice occupational skills through simulation. Actual sales may or may not be transacted.

8. The distributive education School Store is an activity in which students learn to perform occupational skills by operating a school sponsored store. Selling selected merchandise to students and teachers and, at times, to the public.

9. Distributive education Preparatory instruction, whether under the project plan or as part of the cooperative plan, is instruction which prepares youth or adults for entry, adjustment and advancement in a distributive occupational field or in an occupation requiring distributive competencies.

10. Distributive education Supplementary Instruction is instruction for distributive workers wishing to refresh, update or upgrade competencies needed in their distributive employment. Such instruction is usually provided on a part time basis. "Supplementary instruction" is usually referred to as "adult instruction."

11. Coordination in distributive education is the process of organizing, developing, and maintaining effective relationships among all groups and individuals involved in the distributive education program to the end that the student receives the best possible preparation for a career in distribution.

12. The Cooperative Method in distributive education is a means by which an organized sequence of on-the-job learning experiences to develop competencies related to each student's distributive occupational interest is correlated with classroom instruction.

13. In distributive education, Simulated Occupational Experiences are learning experiences performed under conditions as much like those in "the real world of work" as possible. They focus on activities of distributive occupations and decision-making situations in marketing and distribution.

14. The Project Method in distributive education is a means by which classroom instruction is correlated with a series of group and/or individually designed simulated occupational experiences and projects related to a student's occupational interest. Projects may include short-term, special purpose work experiences. "Project method" is sometimes used as a synonym for "Project plan."

15. A Project in the distributive education project plan is a combination of organized classroom and/or community learning experiences related to an individual's distributive occupational interest. The length of time to complete a project depends upon the purpose and complexity of the project and on the ability of the individual learner.

16. A distributive Occupational Objective is a current career interest selected by the student, the preparation for which is the purpose for the student's vocational instruction in distribution and marketing.

17. Distributive Education Clubs of America (DECA) is a vocational student organization which is an integral part of the distributive

education program. It provides a program of student activities which complements and enriches the curriculum.

18. An Advisory Committee for distributive education is a group of persons representative of both the educational and business community which may include parents, students, administrators, and lay persons. This group can give recommendations which may be used for the development and improvement of the distributive education program.

19. A Training Sponsor is a person in a business organization who is designated to supervise and train a distributive education student-trainee during the student's on-the-job experience. The sponsor works directly with the distributive education teacher-coordinator.

20. A Training Agency (station) is the business establishment where a student-trainee is employed and where on-the-job training is received under the supervision of the employer and/or training sponsor.

21. The Training Plan outlines a definite plan of progressive experiences and learning activities based on the student's career interest jointly prepared by the student, coordinator, and employer; and serves to indicate each party's responsibility to the instructional program. The plan should be made out before the student has been placed in a training position.

22. A Training Profile is a list of the duties and tasks of the job which may be used as a basis for monitoring the student's progress at any given point.

Basic Beliefs Regarding Goals of Distributive Education

23. The primary goal of the distributive education program is to prepare individuals for entry, adjustment, and advancement in distributive occupations.

24. The distributive education program should provide instruction to give students an understanding and appreciation of the American private enterprise system.

25. The distributive education program should provide an understanding of the contribution of marketing and distribution to the social and economic welfare of our nation.

26. The distributive education program should foster an awareness of the civic, social, and moral responsibilities of business to society.

27. The distributive education program should encourage and promote the use of ethical standards in marketing and distribution.

28. The distributive education program should stimulate students' interest in their chosen distributive occupational fields. An understanding of the opportunities in each field should be provided.

29. The distributive education program should prepare distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers (effectively, efficiently, and pleasantly).

30. The distributive education program should provide training that results in increased efficiency in marketing and distribution.

31. The distributive education program should contribute to the improvement of the techniques in marketing and distribution.

32. The distributive education program should be sensitive to changes

in distributive and marketing practices and procedures as they are affected by societal, economic, technical, and educational developments (and should adapt to such changes).

33. The distributive education program should advance the goals of the total educational program.

34. The distributive education program should strive to develop among employers, employees and consumers a greater appreciation of the value of specifically trained personnel in distribution.

Basic Beliefs Regarding Guidance

35. The distributive education program should serve people of diverse talents, abilities, interests, and cultural backgrounds who want and can benefit from the instruction.

36. A primary goal of each distributive education teacher-coordinator's guidance activities should be the growth and adjustment of individual students in relation to their occupational interests within marketing and distribution.

37. Each distributive education student should have a distributive occupational interest in order to develop the required competencies and in making occupational choices and adjustments.

38. All applicants for the distributive education program should be carefully considered to assure the inclusion of those students who can and sincerely wish to profit from instruction.

39. In selecting training agencies (stations) for distributive education students, every effort should be made to select those most likely to provide occupational and educational opportunities in keeping with the students' capabilities, interest, objectives

and goals.

40. Distributive education students should be provided continuous assistance in acquiring the knowledge, skills, and attitudes needed in making rational choices, plans, and interpretations essential to job satisfaction and to adjustment in the distributive occupations.

41. Each distributive education student is a unique person intellectually, socially, emotionally, and physically and should be treated individually according to the capacities, needs, and interests.

42. Cooperative effort should be made to detect and modify conditions that interfere with the distributive education students' advantageous use of their educational and occupational opportunities.

43. Students who enroll in the distributive education cooperative classes potentially should be able to represent the school in a satisfactory manner when in contact with business people of the community and the customers they serve.

44. All distributive education students should be made fully aware of the opportunities and careers in marketing and distribution that are available to them.

45. Through career education, all students, at each educational level, should be exposed to and aware of opportunities for careers in the field of marketing and distribution.

46. Distributive education students should be counselled periodically by teacher-coordinators, employers and guidance counselors concerning progress towards their career objectives.

47. The distributive education program should provide guidance and vocational counseling for adults wanting to prepare for, or needing training and/or retraining for occupations in marketing and distribution.

48. Individual student records should be kept by the distributive education teacher-coordinator in cooperation with the student as evidence of competencies achieved either through occupational experiences or through projects and/or simulated learning experiences.

Basic Beliefs Concerning Coordination

49. The primary purpose of coordination is to correlate classroom instruction with other sources of learning distributive occupational competencies, including on-the-job training, simulated experiences, and experiences provided through Distributive Education Clubs of America (DECA).

50. Coordination in distributive education is primarily an instructional responsibility involving individuals. It should include other activities of a community's distributive education program, such as public relations and certain aspects of guidance and research.

51. On-the-job training should include a planned sequence of activities and learning experiences and should be regarded with the same professional integrity by the teacher-coordinator as in-school learning.

52. The amount of time which distributive education cooperative students spend on the job should be realistically appraised so that they will have time and energy to master the other subjects in which they are concurrently enrolled and to participate in

social activities and family life. Students must receive a minimum average of 15 hours per week.

53. Training sponsors of distributive education cooperative students should be oriented to their responsibilities in providing real-life learning experiences for students on the job. This includes periodic evaluation of the students' occupational experience.

54. Teacher-coordinators should be employed by the school system for a sufficient period of time before and/or after the regular school year and sufficient period of time (two periods) for a single cooperative related class so that they may effectively fulfill all of the responsibilities of the job.

55. Effective coordination activities provide an opportunity for the teacher-coordinator to acquire up-to-date occupational information.

56. Whenever possible, project plan students should have employment experiences (arranged and planned by the teacher-coordinator), which are coordinated and evaluated in terms of students' occupational interests.

57. Each student should have an individualized training plan specifying competencies to be learned on-the-job, and/or in the classroom-laboratory, school store, or DECA. This plan should be cooperatively constructed by the teacher-coordinator, the training sponsor, and the student.

Basic Beliefs Concerning Curriculum

58. Distributive education curriculums should include basic economic understandings; the functions of marketing; the area of career development including human relations and occupational adjustment; the application of skills in mathematics and communications to

distribution; appropriate product or service technology; and other competency areas of personal development.

59. The major portion of distributive education curriculum content is derived from the functions of marketing and distribution.

60. Distributive Education Clubs of America (DECA), the vocational student organization for high school, post-secondary and collegiate students, is an integral part of the curriculum in that it should provide opportunities to further develop competencies normally learned in the classroom-laboratory and/or on the job. It also provides opportunities to acquire competencies such as leadership and social skills.

61. Whenever possible, Distributive Education Clubs of America (DECA), competitive events should be geared to the career interests of the participants.

62. Vocational instuction in marketing and distribution should be based primarily on the local needs and trends in marketing, merchandising, and related management. However, it should also take into account area, state, national and world trade as well as such things as family mobility and occupational relocation.

63. The development of competencies in distributive occupations involves both individual and group instruction.

64. In most distributive occupations decision-making, human relations and communication skills are usually more important then manaul skills.

65. Distributive education should provide for correlation with other subject areas such as English, social studies, economics, mathematics and art, as well as with subjects in other vocational fields.

66. The competency areas concept of distributive education curriculums provides for a flexibility in curriculum organization that makes the depth of instruction depend on occupational interests and competencies needed by individual students and on their abilities.

Basic Beliefs Concerning Administration

67. Distributive education should be an intergral part of the public school system.

68. The role of distributive education personnel in career education is to provide vocational training of youths and adults who want to enter, adjust, and advance in a distributive occupation. This includes placement and follow-up of enrollees and graduates. Roles may include teaching the distributive segment of the exploratory phase of career education and serving as consultants concerning curriculum development in the career awareness phase.

69. Distributive education should serve the needs of both the individual student and the business community.

70. A state supervisory service (division) in distributive education should be maintained in order to assist and advise local committees to expand and develop programs responsive to employment trends and the needs of target populations.

71. In order to be able to direct the development of a distributive education program to meet the needs of marketing and distribution, individuals professionally and technically trained as distributive educators need to be employed in positions of leadership at local, state, regional and national levels.

72. The administrative structure and exercise of controls for administration of distributive education should be flexible enough to

serve the diversified needs of individuals and of distributive businesses.

73. The cooperation of the professional staff members at local, state, and national levels is essential to the optimum accomplishment of the goals of the distributive education program.

74. Distributive teacher educators, state and local supervisory staff members, local distributive education personnel, parents and students, and members of the business community should share the leadership required to implement career education, manpower planning, and program accountability in distributive education.

75. In an individaul state the vocational education philosophy of professional distributive education personnel (state staff, teacher educators, local supervisors, teacher coordinators, and teachers) should be compatible.

76. The distributive education program should include preparatory (cooperative and/or project) and supplementary instruction offered in secondary, postsecondary, and adult courses. This may include segments of prevocational training at the orientation and/or exploratory levels of career development.

77. The distributive education program should include instruction for students who have a career interest in the field of distribution and who can benefit from the instruction.

78. The distributive education program should provide a continuum of educational opportunity that allows individuals to refine or redirect their distributive occupational objectives.

79. The local distributive education teacher-coordinator or teacher should cooperate to be involved in the planning and implementation

of adult education services when appropriate.

80. At the postsecondary level of distributive education emphasis should be placed on the development of competencies and supervisory skills required by middle management personnel in distribution and marketing. However, postsecondary schools may offer instruction for entry level jobs to those who did not receive such training while they were in high school.

81. The project plan in distributive education should be provided in those school systems in situations where the need for occupational training cannot be met effectively through the cooperation plan or where there is need for distributive occupational training in addition to that provided by the cooperative plan.

82. Vocational instruction for adults should be available for the entire spectrum of management and non-management employees in distributive occupations at various levels of responsibility from entry through management.

83. Supervised occupational experiences should be provided for as many distributive education students as can benefit from such experiences and for which appropriate training agencies are available.

84. The distributive education program should reflect training needs and employment opportunities as evidenced by resources such as community surveys, business census and labor force reports, and advisory services.

85. Distributive education for disadvantaged and handicapped youths and adults requires special planning and articulation within the regular high school, postsecondary, and adult distributive education offerings.

86. A comprehensive high school should include a program of distributive education.

87. Preparatory training should be available to out-of-school youth and adults seeking to enter, re-enter, or re-train for employment in marketing and distribution.

88. A Distributive Education Advisory Committee should give advice in planning, developing, maintaining and evaluating the distributive education program.

89. Distributive education personnel should cooperate with other vocational services in providing instructional programs for those occupations which cut across fields, each service providing the instruction in which it specializes.

90. Criteria for evaluation of a distributive education program should be tentatively established during the planning stage and the criteria should be revised periodically.

91. Periodic follow-up studies of distributive education graduates and drop-outs are essential to the evaluation of the effectiveness of the distributive education program.

92. Each state and territory should charge educational leadership personnel with specific responsibilities for the further development and improvement of the distributive education program.

93. Simulated occupational experiences are essential if the project plan is to be a worthwhile vocational experience.

94. The project plan requires that time be allowed in the teacher's schedule to identify, direct and evaluate projects and simulated occupational experiences contributing to each student's occupational interest.

95. The project plan requires that time be arranged in the student's

schedule to identify, develop, and evaluate competencies achieved through projects and/or simulated occupational experience related to his/her occupational objective.

96. Because of individualized instruction and the nature of the behavioral outcomes desired, the size of the distributive education class is an important factor in program administration.

97. Because of the learning outcomes desired and the demands of program management, the distributive education teacher-coordinator needs additional time to plan, prepare and coordinate instruction.

98. Specially designed classroom facilities are highly desirable for the in-school distributive education instructional program.

99. Audiovisual materials are highly desirable for good classroom instruction in distributive education.

100. Distributive education personnel should carry on such practical research as is needed to provide information relating on the distributive education program.

Basic Beliefs Concerning Teacher Education

101. Distributive education teacher-coordinators need specialized training both as teachers of marketing and as coordinators of cooperative and project plan training.

102. Distributive education teacher-coordinators who teach students with special needs should have training in teaching strategies appropriate for the student with special needs.

103. Distributive education student teachers should have student teaching experience in a distributive education program under the supervision of an experienced, well-qualified distributive education teacher-coordinator.

104. Distributive education personnel at every level should be currently occupationally knowledgeable about marketing and distribution.

105. In a changing world of marketing and distribution it is essential that both content and teaching methods in distributive education be kept up-to-date.

106. Both group and individual instruction should be used in the pre-service and in-service preparation of distributive education personnel.

107. Pre-service and in-service education of distributive education personnel should include the concept of the teacher's role as a learning manager.

108. Distributive education teacher-coordinators should participate in the adult education program whenever possible, thereby creating a more favorable training environment for cooperative students and increasing their own occupational knowledge.

109. Teacher-coordinators should return to a distributive occupation at intervals when occupational updating is needed and advisable.

110. Teacher education certification requirements should permit distributive education administrators to capitalize on the availability of potential teaching personnel with a variety of abilities and backgrounds, provided certification requirements are educationally appropriate for the teaching tasks.

111. Regardless of teaching levels of previous experiences, minimum professional requirements for certification of distributive education personnel should include the areas of organization and administration, methods of teaching distributive education and curriculum development as they relate to distributive education.

112. Teacher education for postsecondary instructional personnel jobs preparing students for middle management should include advanced study in distributive field or in a distributive function.

113. Distributive teacher education curriculums at secondary, post-secondary and adult levels should be based on the competencies needed to perform the critical tasks in specific distributive education jobs for which students are being trained.

114. There should be specific, meaningful standards of occupational proficiency as a worker in marketing and distribution as a graduation requirement for the distributive teacher education concentration leading to a baccalaureate degree. Provisions should be made for internships in distributive occupations if the student cannot demonstrate an acceptable level of occupational proficiency in the technological area of marketing and in distribution in which he will be teaching.

115. Distributive education personnel should teach the entrepreneur concept for marketing and distribution clusters. Whenever possible they should participate in the teaching of the concept for other occupational clusters.

116. Distributive teachers who teach at the middle school level (7-9 grades) should have training in the nature and developmental tasks appropriate for students in the middle school.

CROSS/REFERENCE TO ARIZONA DISTRIBUTIVE EDUCATION PHILOSOPHY

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DESCRIPTION OF VOCATIONAL DISTRIBUTIVE EDUCATION

Distributive education includes various combinations of subject matter and learning experiences related to the performance of activities that direct the flow of goods and services, including their appropriate utilization, from the producer to the consumer or user. These activities include selling and such sales-supporting functions as buying, transporting, storing, promoting, financing, marketing research and management. Distributive occupations are found in such areas of economic activity as retail and wholesale trade, finance, insurance, real estate, services and service trades, manufacturing, transportation, utilities, and communications.

Distributive education is comprised of programs of occupational instruction in the field of distribution and marketing. These programs are designed to prepare individuals to enter, or progress or improve competencies in, distributive occupations. Emphasis is on the development of attitudes, skills and understanding related to marketing, merchandising and management. Courses are structured to meet the requirements for gainful employment and entrepreneurship.

Each of the instructional programs in this descriptor may comprise various combinations of subject matter. Instructional content may be identified as specific subject matter or course titles; or, selected aspects of subject matter may be grouped.

ADVERTISING SERVICES

Organized subject matter and learning experiences related to planning, development, placement, and evaluation tasks performed by distributive employees and management personnel in demand creation, and

sales promotion activities utilizing displays, merchandising aids, and mass media in such enterprises as advertising agencies, display houses, retail and wholesale establishments, and production industries.

APPAREL AND ACCESSORIES

Organized subject matter and learning experiences related to the variety of sales, fashion coordination, and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments primarily engaged in selling clothing of all kinds, including related articles for personal wear and adornment.

AUTOMOTIVE

Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail, wholesale, and service establishments engaged in selling, renting, storing or caring for cars and trucks, and in selling automotive parts, accessories, and equipment.

FINANCE AND CREDIT

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in institutions engaged in deposit banking and related services, extending credit in the form of loans, services allied with the exchange of securities and commodities, or consumer credit and collections.

FLORISTRY

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments, engaged in selling floral arrangements, cut flowers, growing plants, aftificial plants, and related items for ornamental use.

FOOD DISTRIBUTION

Organized subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in selling food for home preparation and consumption, or selling a general or commodity line of food products at wholesale.

FOOD SERVICES

Organized subject matter and learning experiences related to the sales and sales-supporting tasks performed by distributive employees and management personnel in establishments serving prepared foods and drinks for consumption on their own premises or at a place designated by the customer.

GENERAL MERCHANDISE

Orgainzed subject matter and learning experiences related to a variety of sales and sales-supporting tasks performed by distributive employees and management personnel engaged primarily in selling various types of merchandise at retail in department stores, junior department stores, variety stores, general merchandise stores, discount stores, and catalog houses.

HARDWARE, BUILDING MATERIALS, FARM AND GARDEN SUPPLIES AND EQUIPMENT

Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged primarily in selling one or more of the following product lines at retail, at wholesale, or to contractors: hardware, paint, wallpaper, lumber, building materials, supplies and equipment for home construction, or farm and garden supplies and equipment.

HOME FURNISHINGS

Organized subject matter and learning experiences related to various sales and sales-supporting tasks performed by distributive employees and management personnel in retail and wholesale establishments engaged primarily in selling home furnishings such as furniture, household appliances, floor coverings, draperies, and specialized lines of home items.

HOTEL AND LODGING

Organized subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in establishments which provide lodging, lodging and meals, convention facilities, and other services on a year-round or seasonal basis to the general public or to any organization's membership.

INDUSTRIAL MARKETING

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishing market potentials and selling goods and services to business and institutional buyers for use in their operations.

INSURANCE

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel for insurance carriers of all types, or by agents representing carriers and brokers dealing in the sale or placement of insurance contracts with carriers.

INTERNATIONAL TRADE

Orgainzed subject matter and learning experiences related to the tasks performed by distributive employees and management personnel in a variety of business establishments concerned with export sales, trade

controls, foreign operations, attitudes, monetary problems, and other elements in international marketing.

PERSONAL SERVICES

Organized subject matter and learning experiences related to the tasks performed by sales and management personnel in establishments primarily engaged in providing services. Generally, these services are concerned with personal improvement and the care of a person or apparel. Included in this category are laundries and dry-cleaning establishments, shoe repair shops, funeral homes, photographic studios, and dance or art studios.

PETROLEUM

Organized subject matter and learning experiences related to the variety of sales and sales-supporting tasks performed by distributive employees and management personnel in retail or wholesale establishments engaged in the distribution of petroleum products.

REAL ESTATE

Organized subject matter and learning experiences related to tasks performed by persons who act for themselves or as agents for others in real estate brokerages or other firms engaged in buying, selling, appraising, renting, managing, and leasing of real property.

RECREATION AND TOURISM

Organized subject matter and learning experiences related to the variety of sales, counseling, and sales-supporting tasks performed by distributive employees and management personnel in establishments primarily engaged in providing amusement, recreation, entertainment, recreational supplies and equipment, or travel services. This instructional program also is designed for employees and management personnel

engaged in other travel-serving businesses who assume responsibilities for stimulating the local economy through tourism.

TRANSPORTATION

Organized subject matter and learning experiences related to the physical movement of people, personal effects and products, and the sales, storing, and personnel in enterprises engaged in passenger and freight transportation, public warehousing, and services incidental to transportation.

OTHER RETAIL TRADE

Include here other organized instructional programs and learning experiences emphasized in sales and sales-supporting tasks performed by distributive employees and management personnel in establishments engaged in selling merchandise purchased for resale to customers for personal, household, business or farm use, which are not listed above.

OTHER WHOLESALE TRADE

Include here other instructional programs and learning experiences, emphasized in sales and sales-supporting tasks performed by distributive employees and management personnel in places of business engaged primarily in selling goods to retailers, industrial, commercial, institutional and professional users, or bringing buyer and seller together, which are not listed above.

OTHER INSTRUCTIONAL PROGRAMS

Include here other organized instructional programs and learning experiences, emphasized in marketing functions performed by employees, managers and/or proprietors in establishments engaged in selling products or providing services to individuals and business establishments, including selected service trades, which are not classifiable as either retail or wholesale in nature and function.

ARIZONA MANPOWER PROJECTIONS
DISTRIBUTIVE

Instructional Program	Current Employment 1975	Projected Expansion and Replacement Needs 1976	Projected Expansion and Replacement Needs 1976-80	Projected Labor Supply Vocational Education Output 1976	Projected Labor Supply Vocational Education Output 1976-80
Occupations in Most DE Programs (other)	61,725	5,206	26,030	2,469	13,703
Advertising Services	5,075	361	1,805	1,483	8,218
Apparel and Accessories	400	34	170	38	208
Automotive	355	13	65	74	408
Finance and Credit	10,190	978	4,890	1,677	9,308
Food Distribution	7,665	486	2,430	25	138
Food Services	4,865	378	1,890	102	560
General Merchandising	61,165	5,189	25,945	1,230	6,828
Hotel and Lodging	2,525	331	1,655	53	295
Industrial Marketing	560	33	165	356	1,975
Insurance	7,105	503	2,515	321	1,783
Petroleum	5,710	241	1,205	150	863
Real Estate	10,095	983	4,915	1,869	10,373
Recreation and Tourism	1,510	133	665	52	288
Transportation	10,940	638	3,190	270	1,440
Retail Trade, Other	1,800	84	420	81	493
TOTALS	191,685	15,591	77,955	10,250	56,881

ARIZONA DISTRIBUTIVE EDUCATION

FUNDING DESCRIPTIONS

ENTITLEMENT PROGRAM

Program Definition and Guidelines:

The Entitlement Program is that portion of ongoing vocational education at the secondary level for which the district receives supplemental State-Federal funding, the level of which is based upon a formula consisting of population need factors and district effort factors. The purpose of Entitlement is to provide financial assistance to local educational agencies in helping them make vocational education programs, services, and activities available to all students in need of them.

NEW PROGRAM

Program Definition and Guidelines:

Application for financial assistance required to establish new vocational education programs in Career Exploration or Career Preparation are initiated by the local district through the State Field Staff. The application must include a needs assessment statement, program description, goals, objectives, activities and proposed funding requirements.

WORK-STUDY PROGRAM

Program Definition and Guidelines:

Local educational agencies desiring to participate in the vocational work-study program should seek information from the Arizona Department of Education. Reference should also be made to the Arizona State Plan for Vocational Education.

Part-time employment will be provided by the local educational agency only for students who need the earnings from such employment to continue their vocational education on a full-time basis.

Part-time employment will be provided only to those students who have been accepted for enrollment as full-time students in a vocational education program which meets the standards prescribed by the State Board and Local Board of Education.

Students who meet the above criteria will be in the age group of 15 through 20.

SUGGESTED PROPOSAL
NEW PROGRAM DESCRIPTION
DISTRIBUTIVE EDUCATION

MARKETING

NEEDS STATEMENT

During the 1975-76 school year, the District Advisory Committee for Distributive Education conducted a needs assessment. The intent of the survey was to determine: (1) is there a need for distributive education in our community, and (2) if there is a need, what should be the structure of the program? This needs assessment represents the combined opinion of four target populations: students, parents, the business community, and the educational community.

The results of the needs assessment survey indicated strong support for initiating a distributive education program structured around a two year instructional sequence. 89% of the respondents were in favor of initiating a D. E. Program, with strongest positive response coming from the populations representing the business community and the students. A two year instructional sequence beginning with the junior year and culminating in the senior year was preferred by 91% of the total sample. The strongest positive response again came from the business community, followed closely by students and parents, in that order.

The District Advisory Committee for Distributive Education and the State Director for Distributive Occupations recommends starting a D. E. program with the junior class in the first year of operation and expanding to the senior class in the second year of operation.

A listing of high demand occupations for the 1975-80 time period in Arizona, as compiled by the Bureau of Information and Research Analysis of the Department of Economic Security, indicates a strong and

increasing demand for workers trained in distributive occupations.

PROJECT DESCRIPTION

Distributive Education includes instruction in selling, buying, transporting, storing, promoting, financing, marketing research, and management in relation to the flow of goods and services from the producer to the consumer. The student target group is made up of juniors and seniors. On-campus programs and activities are designed for juniors; the senior program is more community-based through cooperative work education. There will be an active Distributive Education Club of America (DECA) Chapter providing co-curricular activities that supplement the instructional program.

In FY '77, we will initiate the junior level class of the D.E. program. The junior class(es) will be called Marketing, and the enrollment will be limited to those junior students expressing a career interest in a distributive occupation. Basically, marketing involves on-campus activities; however, effort will be made to give the students "live" hands-on experiences through short-term employment, such as taking inventory and working on special sales events or during peak selling seasons.

In FY '77, we will expand our D.E. offerings to include a senior level class. The senior class(es) will be called Merchandising Co-op, and the enrollment will be limited to those senior students expressing a career interest in a distributive occupation. Merchandising Co-op will utilize the cooperative method of instruction. Cooperative Education blends related classroom instruction, on-the-job training, and coordinated follow-up involving the home, school, and employer. Students participate in the program because they wish to acquire qualifications

for a pre-determined area of competitive employment. The program design, implementation, and evaluation is a cooperative effort between school and community personnel.

GOALS

1.0 To help students prepare for a successful working career in a distributive occupation.

OBJECTIVES

1.1 A minimum of 50 eleventh grade distributive education students will develop the knowledge, skills, and attitudes that will help them succeed in advanced programs or entry-level employment by June 1, 1977, as evidenced by achievement records.

ACTIVITIES

1.1.1 Employ the distributive education teacher coordinator.

1.1.2 Activate D.E. advisory committee with representation from business and industry, parents, educators, and students. Identify annual program of work, problem areas, and quarterly meeting schedule.

1.1.3 Activate DECA task force to identify program of work and budget requirements.

1.1.4 Schedule community resource speakers, films, etc., for each of the major areas of instruction.

1.1.5 Develop, adapt, or update learning packages for individual study or research projects.

1.1.6 Procure, provide, and control necessary equipment, materials, and supplies for student learning activities.

1.1.7 Prepare, adapt, update, or issue instructional materials related to job performance requirements and the program of study.

1.1.8 Conduct total class and small group presentations, demonstrations, and discussions, providing students with leadership opportunities whenever possible.

1.1.9 Prepare, adapt, or update student learning measurement instruments and administer them according to student readiness.

1.1.10 Serve as chapter advisor to the vocational student organization (DECA), providing for personal, social, and co-curricular learning experiences at the local, regional, state, and national levels.

1.1.11 Provide parent orientation to the D.E. program through individual conferences and "open house" activities.

1.1.12 Provide individual student information to the guidance department for use in counseling and placement services.

1.1.13 Schedule conferences with individual students for the purpose of reviewing progress and providing guidance.

1.1.14 Participate in student orientation and recruitment programs structured around enrollment activities for the coming year.

1.1.15 Participate in the process of screening and selecting students to be served through the cooperative work education program during FY 1978.

1.1.16 Perform annual assessment of the program, in cooperation with the D.E. advisory committee, using state and local instruments.

1.1.17 Confirm commitments to the cooperative work education program by training sponsors.

1.1.18 Develop additional training stations required for the cooperative work education program.

1.1.19 Plan and conduct a school/community appreciation activity.

SUGGESTED PROPOSAL
NEW PROGRAM DESCRIPTION
DISTRIBUTIVE EDUCATION

MARKETING--SCHOOL STORE

NEEDS STATEMENT

During the 1975-76 school year, the District Advisory Committee for Distributive Education conducted a needs assessment. The intent of the survey was to determine: (1) Is there a need for distributive education in our community and (2) if there is a need, what should be the structure of the program. This needs assessment represents the combined opinion of four target populations; students, parents, business community, and the educational community.

The results of the needs assessment survey indicated strong support for initiating a Distributive Education Program structured around a two year instructional sequence. Eighty-nine percent of the respondents were in favor of initiating a D.E. program, with strongest positive response coming from the populations representing the business community and the students. A two year instructional sequence beginning with the junior year and culminating in the senior year was preferred by 91% of the total sample. The strongest positive response again came from the business community, followed closely by students and parents in that order.

The District Advisory Committee for Distributive Education and the State Director for Distributive Occupations recommends starting a D.E. Program with the junior class in the first year of operation and expanding to the senior class in the second year of operation.

A listing of high demand occupations for the 1975-80 time period in Arizona as compiled by the Bureau of Information and Research Analysis

of the Department of Economic Security indicates a strong and increasing demand for workers trained in distributive occupations.

PROJECT DESCRIPTION

Distributive Education includes instruction in selling, buying, transporting, storing, promoting, financing, marketing research, and management in relation to the flow of goods and services from the producer to the consumer. The student target group is made up of juniors and seniors. On-campus programs and activities are designed for juniors and seniors. The program is designed to utilize the D.E. School Store concept which simulates the learning experiences of community-based cooperative work education.

There will be an active Distributive Education Clubs of America (DECA) Chapter providing co-curricular activities that supplements the instructional program.

This project will initiate the junior level class of the D.E. Program. During FY '78 the D.E. Program will be expanded to include the senior level class.

The junior class/s will be called Marketing, and the enrollment will be limited to those junior students expressing a career interest in a distributive occupation. Basically, Marketing involves on-campus activities in the classroom and in the D.E. School Store. The senior class/s will be called Merchandising and the enrollment will be limited to those senior students expressing a career interest in a distributive occupation. Both Marketing and Merchandising will utilize the project method of instruction, and all students will be assigned responsibilities in the D.E. School Store. Students will receive credit for the class as well as the store work.

The Sequential development of individuals beginning at the "Basic Jobs" and finally to the "Specialist Jobs" level is taken into consideration in the instructional process. The Marketing class will concentrate on "Basic Jobs" teaching/learning activities, while the Merchandising class will concentrate on teacher/learning activities at the "Career Development Jobs" level.

GOALS

1.0 To help students prepare for a successful working career in a distributive occupation.

OBJECTIVES

1.1 A minimum of 50 eleventh grade distributive education students will develop the knowledge, skills, and attitudes that will help them succeed in advanced programs or entry-level employment by June 1, 1977, as evidenced by achievement records.

ACTIVITIES

1.1.1 Employ the distributive education teacher coordinator and the D.E. School Store aide.

1.1.2 Provide a suitable D.E. facility, equipment, and supplies.

1.1.3 Provide an adequate stock for the D.E. School Store.

1.1.4 Activate D.E. Advisory Committee with representation from business and industry, parents, educators, and students. Identify annual program of work, problem areas, and quarterly meeting schedule.

1.1.5 Activate DECA task force to identify program of work and budget requirements.

1.1.6 Schedule community resource speakers, films, etc., for each of the major areas of instruction.

1.1.7 Develop, adapt, or update learning packages for individual study of research projects.

1.1.8 Procure, provide, and control necessary equipment, materials, stock, and supplies for student learning activities.

1.1.9 Confirm availability of students selected for the program and review needs and interests of each.

1.1.10 Make training commitments to the students through the school store.

1.1.11 Make arrangements necessary in assuring students a placement in appropriate training situations in the D.E. School Store.

1.1.12 Develop a training agreement for each student in cooperation with the D.E. School Store, students, and parents.

1.1.13 Develop a training plan for each student in cooperation with the D.E. School Store, students, and parents.

1.1.14 Develop a training profile of competencies needed for each occupation in which students are trained.

1.1.15 Prepare, adapt, or update and issue instructional materials related to job performance requirements and the program of study.

1.1.16 Conduct total class and small group presentations, demonstrations, and discussions, providing students with leadership opportunities whenever possible.

1.1.17 Prepare, adapt, or update student learning measurement instruments and administer them according to student readiness.

1.1.18 Serve as chapter advisor to the Vocational Student Organization, (DECA) providing for personal, social, and co-curricular learning experiences at the local, region, state, and national levels.

1.1.19 Visit, assist, and evaluate students at their training situations.

1.1.20 Develop a procedure for utilizing and accounting for D.E. Store coordination time.

1.1.21 Plan and conduct a school/community appreciation activity.

1.1.22 Provide parent orientation to the D.E. program through individual conferences and "open hours" activities.

1.1.23 Provide individual student information to the guidance department for use in counseling and placement services.

1.1.24 Schedule conferences with individual students for the purpose of reviewing progress and providing guidance.

1.1.25 Participate in student orientation and recruitment programs structured around enrollment activities for the coming year.

1.1.26 Participate in the process of screening and selecting students to be served through the program during FY 1978.

1.1.27 Conduct final assessment of student on-the-job performance using the student's training profile.

1.1.28 Perform annual assessment of the program in cooperation with the D.E. Advisory Committee using state or local instruments.

SUGGESTED PROPOSAL
NEW PROGRAM DESCRIPTION
DISTRIBUTIVE EDUCATION

MERCHANDISING CO-OP

NEEDS STATEMENT

During the 1975-76 school year, the District Advisory Committee for Distributive Education conducted a needs assessment. The intent of the survey was to determine: (1) Is there a need for distributive education in our community and (2) if there is a need, what should be the structure of the program. This needs assessment represents the combined opinion of four target populations: students, parents, business community, and the educational community.

The results of the needs assessment survey indicated strong support for initiating a Distributive Education Program structured around a two-year instructional sequence. 89% of the respondents were in favor of initiating a D.E. Program, with strongest positive response coming from the populations representing the business community and the students. A two-year instructional sequence beginning with the junior year and culminating in the senior year was preferred by 91% of the total sample. The strongest positive response again came from the business community, followed closely by students and parents in that order.

The District Advisory Committee for Distributive Education and the State Director for Distributive Occupations recommends starting a D.E. Program with the junior class in the first year (FY 77) of operation and expanding to the senior class in the second year (FY 78) of operation. The junior class was initiated last year and was considered to be successful. The senior class will provide the necessary curriculum articulation.

A listing of high demand occupations for the 1975-80 time period in Arizona as compiled by the Bureau of Information and Research Analysis of the Department of Economic Security indicates a strong and increasing demand for workers trained in distributive occupations.

PROJECT DESCRIPTION

Distributive Education includes instruction in selling, buying, transporting, storing, promoting, financing, marketing research, and management in relation to the flow of goods and services from the producer to the consumer. The student target group is made up of juniors and seniors. On-campus programs and activities are designed for juniors with the senior program more community-based through cooperative Work Education. There will be an active Distributive Education Club of America (DECA) chapter providing co-curricular activities that supplement the instructional program.

In FY '77, we initiated the junior level class of the D.E. Program. The junior class/s is called Marketing, and the enrollment is limited to those junior students expressing a career interest in a distributive occupation. Basically, Marketing involves on-campus activities, however, effort is made to give students "live" hands-on experiences through short-term employment, such as taking inventory and working on special sales events or peak selling seasons.

In this project we will expand our D.E. offerings to include a senior level class. The senior class/s will be called Merchandising Co-op, and the enrollment will be limited to those senior students expressing a career interest in a distributive occupation. Merchandising Co-op will utilize the cooperative method of instruction. Cooperative Education blends related classroom instruction, on-the-job training, and

coordinated follow-up involving the home, school, and employer. Students participate in the program because they wish to acquire qualifications for a predetermined area of competitive employment. The program design, implementation, and evaluation is a cooperative effort between school and community personnel.

GOALS

1.0 To help students prepare for a successful working career in a distributive occupation.

OBJECTIVES

1.1 A minimum of 25 twelfth-grade students will develop distributive occupations entry-level knowledge, skills, and attitudes by June 1, 1977, as evidenced by cooperative education enrollment data and by training sponsor evaluation.

ACTIVITIES

1.1.1 Employ the distributive education teacher coordinator.

1.1.2 Activate D.E. advisory committee with representation from business and industry, parents, educators, and students. Identify annual program of work, problem areas, and quarterly meeting schedule.

1.1.3 Activate DECA task force to identify program of work and budget requirements.

1.1.4 Schedule community resource speakers, films, etc., for each of the major areas of instruction.

1.1.5 Develop, adapt, or update learning packages for individual study or research projects.

1.1.6 Procure, provide, and control necessary equipment, materials, and supplies for student learning activities.

1.1.7 Prepare, adapt, or update and issue instructional materials related to job performance requirements and the program of study.

1.1.8 Conduct total class and small group presentations, demonstrations, and discussions, providing students with leadership opportunities whenever possible.

1.1.9 Prepare, adapt, or update student learning measurement instruments and administer them according to student readiness.

1.1.10 Serve as chapter advisor to the Vocational student organization (DECA), providing for personal, social, and co-curricular learning experiences at the local, region, state, and national levels.

1.1.11 Provide parent orientation to the D.E. Program through individual conferences and "open house" activities.

1.1.12 Provide individual student information to the guidance department for use in counseling and placement services.

1.1.13 Schedule conferences with individual students for the purpose of reviewing progress and providing guidance.

1.1.14 Participate in student orientation and recruitment programs structured around enrollment activities for the coming year.

1.1.15 Participate in the process of screening and selecting students to be served through the cooperative work education program during FY 1978.

1.1.16 Confirm availability of students selected for the program and review needs and interests of each.

1.1.17 Confirm commitments to the program by training sponsors.

1.1.18 Develop additional training stations required.

1.1.19 Make arrangements necessary in assisting students in placement in appropriate training stations.

1.1.20 Develop training agreement for each student in cooperation with the training sponsor, students, and parents.

1.1.21 Develop training plan for each student in cooperation with the training sponsor, students, and parents.

1.1.22 Develop training profile of competencies needed for each occupation in which students are placed.

1.1.23 Review related class content and implement modifications required by individual training plans.

1.1.24 Review, modify, and implement the training sponsor development program in cooperation with the D.E. advisory committee. Establish the meeting calendar and identify topics for distribution to sponsors.

1.1.25 Visit, assist, and evaluate students at their training stations.

1.1.26 Develop a procedure for utilizing and accounting for coordination time.

1.1.27 Plan and conduct employer-employee appreciation activity.

1.1.28 Conduct final assessment of student on-the-job performance using the student's traing profile.

1.1.29 Perform annual assessment of the program in cooperation with the D.E. advisory committee using state and local instruments.

SUGGESTED PROPOSAL
NEW PROGRAM DESCRIPTION
DISTRIBUTIVE EDUCATION

WORLD OF COMMUNICATIONS
VISUAL MEDIA

NEEDS STATEMENT

The District has determined that the need exists to expand the concepts of career education to the basic communication skills in Distributive Education.

The D.E. area ranks consistently among the highest in the State on Occupational Demands list put out by the Department of Economic Security. The corresponding need in our community and the increased emphasis on the need to emphasize "basic skills" in education make this course a possible requirement for all D.E. students in the future.

PROJECT DESCRIPTION

A course of study designed to provide students the opportunity to explore the varied occupations in the communications cluster by studying the knowledge, language, skills, and processes unique to that career family, by emphasizing the important competencies of one-to-one communications, group communications, and mass communications.

This course will be offered as a one-semester course and will be available during both semesters.

GOALS

1.0 To assist students to develop the awareness of opportunities and requirements related to occupational choices within the marketing and distribution/communication clusters.

2.0 To familiarize students with the concepts, principles, practices, problems and strategies of communicative technology.

3.0 To assist students to develop awareness of, attitudes about, values of, and appreciation for the discipline of our culture which provides visual media to satisfy man's needs.

4.0 To assist students to develop self-awareness skills and behavior such as examining alternatives, accomplishing tasks, expressing creative thinking that will be useful in daily life situations of career, occupational and educational, recreational, consumer and socio-cultural significance.

5.0 To assist students successfully completing the program and so desiring, in obtaining placement in an advanced vocational education program related to marketing and distribution.

OBJECTIVES

1.1 Ninety percent of the students will develop sufficient awareness of their interests, aptitudes, and abilities to make an informed and meaningful occupational choice in areas related to the marketing and distribution/communication fields during the duration of the program as evidenced by teacher observations, achievement tests, and performance tests by Dec. 17, 1976 or May 18, 1977.

2.1 Eighty percent of the students will gain a sixty percent increase in their understanding of the visual communications technologies of decoding, encoding, transmitting, receiving, storing, and retrieving as evidenced by achievement tests, teacher observation, and interviews with students by Dec. 17, 1976 or May 18, 1977.

3.1 Eighty percent of the students will gain a seventy-five percent increase in their appreciation and understanding of the visual media enterprises concern for selected management, marketing production, distribution, sales, decision making, profits and

losses, and personnel practices of the marketing and distribution/communication fields as evidenced by "hands-on" activity achievement tests, teacher observation, and interviews with students by Dec. 17, 1976 or May 18, 1977

4.1 Seventy percent of the students will achieve a fifty percent increase in their ability to send and receive more effectively through writing, illustrating, speaking, and listening by Dec. 17, 1976 or May 18, 1977.

5.1 By Dec. 17, 1976 or May 1977, all students successfully completing the program and desiring advanced placement, will have demonstrated acquisition of the knowledges and skills necessary for success in advanced marketing and distribution program as evidenced by teacher-devised evaluation instruments.

SUGGESTED PROPOSAL
ENTITLEMENT PROJECT DESCRIPTION
DISTRIBUTIVE EDUCATION

MARKETING--MERCHANDISING COOP

NEEDS STATEMENT

The D.E. program at Center City School was initiated in FY '67 with one marketing class for junior level students. In FY '68, Merchandising Coop was included for senior level students. The program has grown to where it now includes two (2) marketing classes and one (1) merchandising coop class. The D.E. program annually serves in excess of 80 students who have career interests in a distributive occupation.

A listing of high demand occupations for the 1975-80 time period in Arizona, as compiled by the Bureau of Information and Research Analysis of the Department of Economic Security, indicates a strong and increasing demand for workers trained in distributive occupations.

In FY '76 annual assessment of the D.E. program, which is done in cooperation with the D.E. Advisory Committee, was very supportive of the program. The annual assessment included input from students, parents, employers, lay people, and educators. The general findings were:

1. The program is accomplishing its worthwhile goals and objectives.
2. The need for instruction in distributive education is on the increase.
3. Center City School should maintain and expand its current D.E. program.

PROJECT DESCRIPTION

Distributive Education includes instruction in selling, buying, transporting, storing, promoting, financing, marketing research, and management in relation to the flow of goods and services from the

producer to the consumer. The student target group is made up of juniors and seniors. On-campus programs and activities are designed for juniors with the senior program more community-based through cooperative Work Education. There will be an active Distributive Education Clubs of America (DECA) chapter providing co-curricular activities that supplement the instructional program.

The junior class(es) will be called Marketing, and the enrollment will be limited to those junior students expressing a career interest in a distributive occupation. Basically, Marketing involves on-campus activities; however, effort will be made to give the students "live" hands-on experiences through short-term employment, such as taking inventory and working on special sales events or peak selling seasons.

The senior class(es) will be called Merchandising Co-op, and the enrollment will be limited to those senior students expressing a career interest in a distributive occupation. Merchandising Co-op will utilize the cooperative method of instruction. Cooperative Education blends related classroom instruction, on-the-job training, and coordinated follow-up involving the home, school, and employer. Students participate in the program because they wish to acquire qualifications for a predetermined area of competitive employment. The program design, implementation, and evaluation is a cooperative effort between school and community personnel.

GOALS

1.0 To help students prepare for a successful working career in a distributive occupation.

OBJECTIVES

1.1 A minimum of 50 eleventh grade distributive education students

will develop the knowledge, skills, and attitudes that will help them succeed in advanced programs or entry-level employment by June 1, 1977, as evidenced by achievement records.

1.2 A minimum of 25 twelfth grade students will develop distributive occupations entry-level knowledge, skills, and attitudes by June 1, 1977, as evidenced by cooperative education enrollment data and by training sponsor evaluation.

ACTIVITIES

1.1.1 1.2.1 Employ the distributive education teacher coordinator.

1.1.2 1.2.2 Activate D.E. advisory committee with representation from business and industry, parents, educators, and students. Identify annual program of work, problem areas, and quarterly meeting schedule.

1.1.3 1.2.3 Activate DECA task force to identify program of work and budget requirements.

1.1.4 1.2.4 Schedule community resource speakers, films, etc., for each of the major areas of instruction.

1.1.5 1.2.5 Develop, adapt, or update learning packages for individual study or research projects.

1.1.6 1.2.6 Procure, provide, and control necessary equipment, materials, and supplies for student learning activities.

1.1.7 1.2.7 Prepare, adapt, or update and issue instructional materials related to job performance requirements and the program of study.

1.1.8 1.2.8 Conduct total class and small group presentations, demonstrations, and discussions, providing students with leadership opportunities whenever possible.

1.1.9 Prepare, adapt, or update student learning measurement instru-
1.2.9 ments and administer them according to student readiness.

1.1.10 Serve as chapter advisor to the vocational student organization
1.2.10 (DECA), providing for personal, social, and co-curricular learning experiences at the local, regional, state, and national levels.

1.1.11 Provide parent orientation to the D.E. program through individual
1.2.11 conferences and "open house" activities.

1.1.12 Provide individual student information to the guidance depart-
1.2.12 ment for use in counseling and placement services.

1.1.13 Schedule conferences with individual students for the purpose
1.2.13 of reviewing progress and providing guidance.

1.1.14 Participate in student orientation and recruitment programs
1.2.14 structured around enrollment activities for the coming year.

1.1.15 Participate in the process of screening and selecting students
1.2.15 to be served through the cooperative work education program during FY 1978.

1.2.16 Confirm availability of students selected for the program and review needs and interests of each.

1.2.17 Confirm commitments to the program by training sponsors.

1.2.18 Develop additional training stations required.

1.2.19 Make arrangements necessary in assisting students in placement in appropriate training stations.

1.2.20 Develop training agreement for each student in cooperation with the training sponsor, students, and parents.

1.2.21 Develop training plan for each student in cooperation with the training sponsor, students, and parents.

1.2.22 Develop training profile of competencies needed for each occupation in which students are placed.

1.2.23 Review related class content and implement modifications required by individual training plans.

1.2.24 Review, modify, and implement the training sponsor development program in cooperation with the D.E. advisory committee. Establish the meeting calendar and identify topics for distribution to sponsors.

1.2.25 Visit, assist, and evaluate students at their training stations.

1.2.26 Develop a procedure for utilizing and accounting for coordination time.

1.2.27 Plan and conduct employer-employee appreciation activity.

1.2.28 Conduct final assessment of student on-the-job performance using the student's training profile.

1.1.16
1.2.29 Perform annual assessment of the program in cooperation with the D.E. advisory committee using state and local instruments.

SUGGESTED COURSE OUTLINE
DISTRIBUTIVE EDUCATION

MARKETING--MERCHANDISING COOP

Arizona Distributive Education adopted a competency based approach to curriculum and suggests the following course outline to be present at both entry and career level in classroom instruction.

1. Human Relations
2. Communications
3. Mathematics
4. Selling
5. Product and Service Technology
6. Merchandising
7. Operations and Management
8. Advertising
9. Display

SUGGESTED LIST OF INSTRUCTIONAL MATERIALS

FOR DISTRIBUTIVE EDUCATION

Below is a suggested list of most of the instructional materials that would be useful.

A Brief Guide to Electronic Alarm Systems. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

"A Collection of Overhead Transparency Originals for D.E. II." Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

Advertising. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1968.

Advertising. Richmond, Virginia: Distributive Education Service, State Department of Education, 1973.

Antrim, William H. Advertising. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Arithmetic for Distribution (Drills). Austin, Texas: The Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1963.

Ashmun, Richard D. and Edward T. Ferguson. Problems and Projects for Retailing Principles and Practices. New York: McGraw-Hill Book Company, 1974.

Basic Math of Distribution. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Extension Division, The University of Texas at Austin, 1969.

Basic Selling. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Extension Division, The University of Texas at Austin, 1969.

Bodle, Yvonne G. and Joseph A. Corey. Retail Selling. New York: McGraw-Hill Book Company, 1972.

_____. Laboratory Manual for Retail Selling. New York: McGraw-Hill Book Company, 1972.

Buckner, Leroy. Customer Services. New York: Gregg Division/McGraw-Hill Book Company, 1971.

"Business Locations" (Transparencies). Clemson, South Carolina: Vocational Education Media Center, Clemson University, n.d.

Carlo, Patrick A. and Dennis H. Murphy. Merchandising Mathematics. Albany, New York: Delmar Publishers, 1967.

Case Studies, Set I & Set II. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory. The Ohio State University, n.d.

Cashing Checks. Dayton, Ohio: National Cash Register Company, n.d.

Communications in Distribution. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, 1970.

Communications, Oral and Written. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas at Austin, 1970.

Competitive Events Handbook. Falls Church, Virginia: Distributive Education Clubs of America.

Department Store Problems. (In-Basket Simulations). Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

Display Made Easier. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, 1971.

Dorr, Eugene L., G. Henry Richert, and Warren G. Meyer. Buying and Pricing. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Edison, Judith E. and Kenneth H. Hills. Checker-Cashier. Cincinatti, Ohio: South-Western Publishing Company, 1969.

Effective Retail Sales Techniques. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, 1974.

Ely, Vivien King. Organization for Marketing. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Ernest, John W. Basic Salesmanship. New York: Gregg Division/McGraw-Hill Book Company, 1969.

_____. Creative Selling. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Ernest, John W. and Richard D. Ashmun. Salesmanship Fundamentals, Fourth Edition. New York: McGraw-Hill Book Company, 1973.

_____. Student Activity Guide for Salesmanship Fundamentals. New York: McGraw-Hill Book Company, 1973.

Expenses in Retail Business. Dayton, Ohio: The National Cash Register Company, 1973.

Gillespie, Karen R. and Joseph C. Hecht. Retail Business Management. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Hartley, Robert F. Retailing Challenge and Opportunity. Atlanta, Georgia: Houghton Mifflin Company, 1975.

Hartzler, F.E. Retail Salesmanship. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Hatchett, Melvin S. Merchandise Display, Fourth Edition. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department The University of Texas, 1972.

Hiserodt, Donald D. Psychology and Human Relations. New York: Gregg Division/McGraw-Hill Book Company, 1969.

Human Relations. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Human Relations Games. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Human Relations in Marketing. Richmond, Virginia: Distributive Education Service, State Department of Education, 1972.

Jelley, Herbert M. and Robert O. Herrmann. The American Consumer. New York: Gregg Division/McGraw-Hill Book Company, 1973.

Kohns, Donald P. Credit and Collections. Cincinatti: South-Western Publishing Company, 1968.

Learning Activity Packages. Madison, Wisconsin: Interstate Distributive Education Curriculum Consortium, 1974. (New address: Columbus Ohio: The IDECC System, The Ohio State University.)

Logan, William B. and Helen M. Moon. Facts about Merchandise. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962.

Logan, William B. and M. Herbert Freeman. Mathematics of Marketing. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Luter, Robert R. Projects. Austin, Texas: Distributive Education Department, Instructional Materials Laboratory, Division of Extension, The University of Texas at Austin, 1969.

Martin, Charles H. and Cinda L. Cyrus. Advertising. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas, 1972.

Mason, Ralph E., Patricia Mink Rath and Herbert L. Ross. Marketing and Distribution, Second Edition. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Mason, Ralph E., Patricia Mink Rath and Herbert L. Ross. Project Activity Guide for Marketing and Distribution. New York: Gregg Division/McGraw-Hill Book Company, 1974.

Mauger, Emily M. Modern Display Techniques. New York: Fairchild Publications, Inc., 1964.

Merchandising Mathematics. Richmond, Virginia: Distributive Education Service, State Department of Education, 1969.

Merit Awards Program (MAP). Falls Church, Virginia: Distributive Education Clubs of America.

Moffett, Carol Willis. Getting Merchandise Ready for Sale. New York: Gregg Division/McGraw-Hill Book Company, 1969.

Mullikin, Eleanor Wanty. Selling Fashion Apparel. Cincinatti, Ohio: South-Western Publishing Company, 1971.

Murphy, Herta A. and Charles E. Peck. Effective Business Communications. New York: Gregg Division/McGraw-Hill Book Company, 1972.

Penney's Forum. New York: J.C. Penney Company, Spring/Summer, 1972.

Piper, Edwin B. Merchandising Mathematics. Cincinatti: South-Western Publishing Company, 1967.

Positive Mental Attitude (Phamphlet). Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, n.d.

Produce Department Layout and Customer Traffic Patterns. Chicago, Illinois: Supermarket Institute, Inc., n.d.

Projects for use with Preparatory or Pre-Employment D.E. Curriculums. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Reich, Edward, Leon Levy, and Robert Feldman. Basic Retailing and Distribution, Second Edition. New York: Pitman Publishing Corporation, 1970.

____. Basic Retailing and Distribution Workbook. New York: Pitman Publishing Coporation, 1970.

Richert, G. Henry, Warren G. Meyer, Peter G. Haines, and E. Edward Harris. Retailing Principles and Practices, Sixth Edition. New York: McGraw-Hill Book Company, 1974.

Richert, G. Henry, J.K. Stoner, and Kay B. Brown. Marketing Projects and Activities. New York: McGraw-Hill Book Company, 1970.

Ritch, Kelly. Receiving, Checking and Marking. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, Division of Extension, The University of Texas at Austin, 1969.

Rosenberg, Henry G. Projects in Clerical Record Keeping, Third Edition. Cincinatti, Ohio: South-Western Publishing Company, n.d.

Rowe, Frank A. Display Fundamentals. Cincinatti, Ohio: S.T. Publications, 1970.

Rowe, Kenneth L. and Hallie C. Jimmerson. Communications in Marketing. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Russon, Allien R. Personality Development for Business, Fourth Edition. Cincinatti, Ohio: South-Western Publishing Company, 1973.

Sales Scripts. Columbus, Ohio: Ohio's Distributive Education Curriculum Materials Laboratory, The Ohio State University, 1974.

Samson, Harland E. Advertising and Displaying Merchandise. Cincinatti, Ohio: South-Western Publishing Company, 1967.

Samson, Harland E. and J. Dean Palmer. Selecting and Buying Merchandise. Cincinatti, Ohio: South-Western Publishing Company, 1974.

Simon, Sidney B., Leland W. Howe, and Howard Kirschenbaum. Values Clarification. New York: Hart Publishing Company Inc., 1972.

Simulations and Games. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, n.d.

Smith, Gary R. Display and Promotion. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Store Security. Columbus, Ohio: Ohio's Distributive Education Materials Laboratory, The Ohio State University, 1972.

"Supervision and Interpersonal Relations" (Filmstrip). Reading, Ma.: Addison-Wesley Publishing Company, n.d.

The Buyer's Manual. New York: The Merchandising Division, National Retail Merchants Association. 1965.

"The Voice of Your Business" (Film). Chesapeake and Potomac Telephone Company. (See local telephone company.)

"Tongue Twisters," in Pastimes, Volume I., No. 4, p.6. New York: Pastimes Publications, Spring, 1972.

Troxell, Mary D. and Beatrice Judelle. Fashion Merchandising. New York: Gregg Division/McGraw-Hill Book Company, 1971.

Tyler, Elias S. and Eugene J. Correnthal. Materials Handling, New York: Gregg Division/McGraw-Hill Book Company, 1970.

Wingate, John W. and Carroll A. Nolan. Fundamentals of Selling, Ninth Edition. Cincinatti, Ohio: South-Western Publishing Company, 1969.

Wingate, John W. and Harland E. Samson. Retail Merchandising. Cincinatti, Ohio: South-Western Publishing Company, 1975.

_____. Study Guides and Projects for Retail Merchandising. Cincinatti, Ohio: South-Western Publishing Company, 1975.

Wingate, Isabel B., Karen R. Gillespie, and Betty Addison. Know Your Merchandise. New York: Gregg Division/McGraw-Hill Book Company, 1964.

Word Puzzles for D.E. Columbus, Ohio: Distributive Education Curriculum Materials Laboratory, The Ohio State University, 1974.

Visual Merchandising (Magazine). Cincinatti, Ohio: S.T. Publications.

Visual Merchandising. Richmond, Virginia: Distributive Education Service, State Department of Education, 1972.

You're Hired: Getting the Right Job for You. Austin, Texas: Instructional Materials Laboratory, Distributive Education Department, The University of Texas, 1972.

A SUGGESTED LIST OF EQUIPMENT AND SUPPLIES

FOR A DISTRIBUTIVE EDUCATION PROGRAM

EQUIPMENT

Telephone for outside calls
typewriter
Store Unit:
- Three-way Mirror Section
- Garment Section
- General Purpose Sections
- Wrapping Counter

Show-card Lettering Supply Cabinet
Display Storage Cabinets
Magazine Racks
Bookcases or Shelves
Trapezoid Tables for Students
Armless Chairs that stack
Filing Cabinets for Coordinator's Office Equipment

SUPPLIES

Glue
Pins
Tacks
Nails
Brads
First Aid Kit
Thumb Tacks
String or Heavy Thread
Masking Tape
Paint
Lacquer
Rubber Cement
Rulers
Ball Point Pen Points

TOOLS

Scissors (Heavy duty)
Broom, floor
Broom, whisk
Pliars
Yardstick
Measuring Tape
Screwdrivers
Hammer
Staple gun and Staples
Saw
Wire Clippers
Staple Remover

BASIC DISPLAY PROPS

Sign Holders
T-stands
Full Manikin (Both sexes)
Bust Form (Both sexes)
Panels and Screens
Spotlight
Price Tickets
Plastic or Cloth Foliage
Display Turntable
Ladder, Aluminum

YOUTH ORGANIZATION

The Distributive Education Clubs of America (DECA) is an organization whose program of leadership, personal development and career exploration is especially designed for students enrolled in Distributive Education. DECA is an integral part of the instructional program and achieves the following objectives:

1. Develops personal growth
2. Encourages the development of job competency
3. Recognizes student achievement
4. Explains career opportunities
5. Provides an understanding of and an appreciation for our competitive free enterprise system.
6. Develops leadership

The DECA program of activities is composed of local, regional, state and national leadership conference, competitive events, awards and recognition, and social and civic projects designed to promote vocational understanding civic conscienceness, social intelligence and leadership development.

ADVISORY COMMITTEE

An advisory committee is an important link between the school and the business community. This committee is "advisory" in nature and can provide valuable service to the Distributive Education program by:

1. Establishing a communication link between the school and the community
2. Helping to keep educational materials relevant to job competencies
3. Serving as resource persons
4. Promoting total program and DECA activities

The committee should be composed of persons from marketing and distribution businesses, school personnel, students and parents. Appointments may be made by the school board upon the recommendation of the Distributive Education teacher, the principal and superintendent.

PROGRAM STANDARDS-GUIDELINES FOR
VOCATIONAL DISTRIBUTIVE EDUCATION
IN THE SECONDARY SCHOOLS

Vocational Distributive Education is a program of instruction in Merchandising, Marketing, and Management. It is a service to education and the business community to offer instruction relating to marketing and distributive occupations. The primary intent is to prepare students for employment and/or additional training related to their career interests.

Five major categories of instruction are included in the curriculum in order to develop competencies. The five competency areas are: (A) Marketing, (B) Basic Skills, (C) Social Skills, (D) Product and Service Technology, and (E) Economics of Distribution.

Teachers, students, administrators, school board members, state staff, employers, and advisory council members must recognize that standards play a vital role in the successful operation of quality programs. Once identified, it is essential that standards be maintained.

The following profile will aid in the total program assessment.

I. PROFILE

A. Total School Enrollment _____

B. Students in Marketing _____

C. Students in Merchandising _____

D. Co-op Students Employed _____

E. Age of Program (Years) _____

F. Years Coordinator Has Taught in D. E. _____

G. Years Coordinator Has Taught This Program _____

H. Other Programs Within the School: (✓) COE_____ ICE_____
HERO_____ Work Experience_____ Other _____

The requirements and standards for the implementation and maintenance of quality instruction in Vocational Distributive Education Programs are contained in the following:

II. BASIC REQUIREMENTS FOR A PROGRAM TO BE VOCATIONAL

	YES	NO	?*	COMMENTS
A. Teacher is appropriately certified.				
B. Students have identified a career interest in Marketing and Distribution.				
C. An advisory committee must be established at the local and/or district level.				
D. A placement service is available for Distributive Education students.				
E. A student follow-up system is implemented at local and/or district level.				
F. Course content is designed to assist students in one of the following: 1) Preparation for employment, 2) Preparation for advanced vocational programs, 3) Upgrading skills of those already employed, or 4) Making meaningful career choices.				

*A check mark (✓) in this column should be accompanied by a clarifying statement in the comments column.

III. STANDARDS FOR A QUALITY PROGRAM IN VOCATIONAL DISTRIBUTIVE EDUCATION

	YES	NO	?	COMMENTS
A. Instructional Program 1. The curriculum provides for individualized instruction.				
2. Evidence of a competency-based course of study designed to emphasize the principles of Marketing and Distribution that is being utilized.				
3. The Project Method is being utilized as and alternate method of instruction.				
4. Students develop entry level in their stated occupational interest areas.				
5. Counselors, guidance personnel, and other school staff members are keeping students informed about careers in Marketing and Distribution.				
6. Career oriented projects are made available to improve skills, knowledge, and attitudes that prepare the student for the world of work.				
7. Budgeted monies are available for field trips within the community.				

	YES	NO	?	COMMENTS
8. Students are provided the opportunity to participate in leadership development as a segment of the instructional (classroom) activities. (This does not imply required DECA membership.)				
9. The curriculum provides training in the following instructional areas: a) Marketing b) Basic Skills c) Social Skills d) Product and Service Technology e) Economics of Distribution				
10. The Distributive Education Curriculum is based on present and projected job needs of the business community.				
11. The Business Education Curriculum makes available supporting courses to further develop the career interest of those students enrolled in the Distributive Education Program.				
12. The Distributive Education Program is designed with a Junior Marketing class, a Senior Merchandising class, with Merchandising students working at a prescribed training station.				
13. Classroom instruction relates to the student's training station.				

	YES	NO	?	COMMENTS
B. Cooperative Experience Program 1. Systematic placement and coordination of students is conducted and documented by records on file.				
2. A minimum of two periods daily, in addition to a preparation period, is provided for teacher supervision of student training stations.				
3. In addition to the regular school year, coordinator is employed for a minimum of two weeks on an extended contract for purposes of placement of Co-op Students.				
4. A minimum/maximum number of 20-35 Co-op Students under the supervision of each full-time coordinator.				
5. Co-op Students spend not less than 15 hours average per week on the job.				
6. Provisions are made for the students to receive indivudual supervision and instruction on the job.				
7. Training Agreements are utilized.				
8. Training Plans are utilized.				
9. Profiles are utilized.				
10. There is a job performance evaluation system.				

	YES	NO	?	COMMENTS
C. Instructional Staff 1. The instructor attends and participates in area, district, and state professional meetings.				
2. The instructor participates in workshops, in-service classes, and conferences to keep current with business and educational program developments.				
3. The instructor has received adequate training in methods for Distributive Education.				
4. Other Business Education Instructors are supportive of the Distributive Education Program.				
D. Physical Facilities, Equipment, and Instructional Materials 1. Adequate storage facilities are provided.				
2. Adequate audio-visual materials are available. (Overhead Projector, Slide Projector, Record Player, Camera, Film Projector.)				
3. Facilities and equipment are comparable to those found in Distributive Occupations. (Cash Register, Display Window, Shadow Boxes, Display Materials.)				

	YES	NO	?	COMMENTS
4. A permanently assigned classroom appropriate for the instruction in the Distributive Education curriculum.				
5. Separate office facilities are provided the coordinator for interviewing and counseling of students.				
6. Coordinator's office is equipped with a phone.				
7. There are sufficient supplies available for teaching and student learning activities.				
8. There is a curriculum resource center available for teaching and student learning activities.				
9. References, materials, and equipment are easily assessable and are used adequately in completing projects.				
10. The instructional program is supported by an annually written, board-approved budget for equipment, supplies, and travel which considers program needs and number of students to be served.				
E. Vocational Student Organization (Voluntary) 1. DECA is used as a Co-curricular part of the instructional program.				

	YES	NO	?	COMMENTS
2. The student organization is guided by a planned program of activities.				
3. The program of youth activities involves both the school and community,				
4. The coordinator encourages the students to participate in local, state, regional, and national DECA activities.				
5. Release time and travel expenses are allowed for the coordinator to attend DECA activities.				
6. Transportation and release time for students is provided to attend approved outside DECA activities related to the vocational program.				
7. The coordinator serves as the DECA Chapter Advisor.				

APPLICATION OF LABOR LAWS TO

DISTRIBUTIVE EDUCATION

MINIMUM WAGE

1. All business firms are not covered by minimum wage laws. Certain requirements must be met before a business is required to pay a minimum wage.
2. In some instances, an employer that is covered under the minimum wage law, may pay 75 percent of the minimum wage to student learners. A student learner is a student in an accredited school, college or university, who is employed part time in a bona fide vocational program.

HAZARDOUS EMPLOYMENT

3. Cooperative students may operate some hazardous machinery or equipment as long as it is incidental to their regular duties and not part of their regular work.

UNEMPLOYMENT AND WORKMANS' COMPENSATION

4. Any employer hiring cooperative students and signing a training agreement may elect not to pay unemployment insurance on these students as long as the students are in a cooperative program. In this event, the student may not collect unemployment insurance from this employers account.
5. Students working in a cooperative program are covered by Workman's Compensation insurance just as regular and full time employees.

HOURS OF WORK

6. There is no legal limit as to how late at night a vocational student may work but it is recommended that students not work hours that will interfere with their health or their school work.

SUGGESTED RULES AND REGULATIONS
FOR
COOPERATIVE MERCHANDISING

Cooperative programs involve the student, the school, the parents, and local businesses; therefore, it is necessary that certain regulations be followed by all personnel concerned. The following guidelines are suggested.

It is important to remember that the most important part of the Cooperative program is training, and the salary is secondary.

All trainees are expected to read, sign and comply with the suggested regulations or be dropped from the program.

1. As an employee of a business organization, the student is expected to report to work five minutes before the required starting time.
2. The student will attend school and will be on the job in the afternoon or evening. The student is not to remain out of school in the mor ning and then report to work that afternoon or evening.
3. The student must dress appropriately for work. The student is expected to conform to the rules and regulations of the employer regarding dress and/or business procedures and policies.
4. The student will notify the employer and the high school on a day of illness before 9:00 a.m.
5. The student will not ask the employer for time off from regular working hours except in an emergency.
6. Any student who secures a job on his own will be allowed to remain on that job with permission from the teacher-coordinator and if the job is in the field of distribution.

7. The student may be assigned to an individual project to complete the school day until employment is secured. In the event employment is terminated during the school year, the student will remain at school to complete the school day and participate in work that will be assigned until employment is secured again.

8. The student will pursue regular studies in school. The student will understand that if at any time school work is unsatisfactory, he/she may be taken off co-op training until such time as the school work has satisfactorily improved.

9. Any difficulty arising in regard to work, time off, pay, hours, transfer, leaving, etc. should be discussed fully with the teacher-coordinator before bringing it to the attention of the employer.

10. If the student is discharged from two training stations because if inefficient performance or inability to cooperate, the student may be asked to leave the program or receive a minimal grade on the school record.

11. If the student has the coordinator's permission to terminate employment, the student is expected to perform efficiently until termination of that employment. The student is expected to give the employer adequate notice in proportion to hours worked.

12. State Department of Vocational Education requirements stipulate that trainees in cooperative programs work an average of 15 hours per week in addition to attending school regularly.

13. Forms will be required by both the school and the employer

and it is the student's responsibility to provide the requested information.

14. The school does not assume any responsibility for the student's transportation to and from the cooperative training station. The student will not necessarily be placed near the school.
15. Honesty is necessary in all relationships with the teacher-coordinator and the training station supervisor.
16. All cooperative merchandising students are required to attend the annual Employer-Employee Banquet.
17. All students enrolled in the Program will be members of the local DECA Chapter. Merchandising students will participate in state and national associations.
18. Reasons for dismissal from the cooperative program:
    a. Not abiding to the preceeding regulations.
    b. If student is not placed by the end of 1st semester.
    c. If student has been dismissed by the employer as a result of negligence or dishonesty.
    d. Lack of cooperation; personality conflicts; antagonistic attitude toward employer, other employees, parents, or coordinator.
19. Distributive Education is a one year course. Two units of credit will be given upon completion of the course.

I have read the foregoing regulations and agree to participate in the Distributive Education Program of my local high school.

_____ Parent/Guardian

_____ Trainee

_____ Date

BASIC BELIEFS CONCERNING PROFESSIONAL ORGANIZATIONS

FOR DISTRIBUTIVE EDUCATION PERSONNEL

There are several professional organizations that a D.E. Teacher-Coordinator may choose to join:

A. The National Association of Distributive Education Teachers and The Arizona Association of Distributive Education Teachers.

B. The National Business Education Association and Arizona Business Education Association.

C. The American Vocational Association and the Arizona State Vocational Association.

All three of the above organizations have annual State and National conferences and workshops that provide educational information.

Teacher-coordinators may also want to join civic associations such as Rotary, Toastmasters, and The Lions Club.